

Building Relationships Title II-A/Highly Qualified

Mega Conference- November 14th, 2012





Relationship Building

Human Resources

- Status of Highly Qualified teachers in core content areas
 - >Ex. Reported on the ESEA Consolidated Application
- Do you have access to the Highly Qualified Teacher Position Input Application on the Common Log-On?
 - >Can run reports by school or LEA-wide
 - >Superintendent/Charter Administrator can request access through enterprise@ade.az.gov
- Recruitment & Retention stipends paid through Title II-A
 - >Does the LEA have policies/procedures in place?
 - >Use to create equitable distribution of teachers and/or for hard to fill position?
 - >Will need to provide a list of teachers, their current position and school assignment for verification of HQ and appropriate certification.
 - >For retention stipends, how is the LEA measuring “effectiveness” in order to support retaining a teacher.
- Recruitment Fairs/Activities
 - >Request for evaluation of past activities--- funds well spent? Change in strategy needed? How justify current recruitment activities?



Relationship Building

Professional Development Director

- What is the process to complete the comprehensive needs assessment in your LEA?
- What process does your LEA employ to create the professional development plan?
- Is the PD plan outlined clearly on the consolidated plan on ALEAT?
 - >Should be able to provide a copy of the district New Teacher Induction program or Teacher Mentoring program description.
 - >External consultants will need to provide a Scope of Work including:
 - *The purpose of the activity
 - *The timeline for the specific activities/deliverables
 - *The costs associated with the project activities
 - *The process by which service outcomes will be evaluated– if not by the contracted service provider, how will the LEA evaluate PD effectiveness.
 - *The Scope of Work must be signed by the contractor and submitted on company letterhead.
- Mentoring, coaching, PD trainer positions must have a job description.
- Insuring that opportunities for teacher collaboration are focused on professional development/growth rather than just the creation of a “product.”



Relationship Building

Other

School Principals:

- If your LEA provides Title II-A funds at the school site level, how do the expenditures fit into the Title I plan for the school?
- Are the teachers highly qualified for their designated core content positions?

Private Schools:

- How are the private schools completing their comprehensive needs assessment?
- Has the private school(s) developed a professional development plan that they can share with you?
- Can they provide you with descriptions of their mentoring/induction programs, job descriptions, scopes of work for external consultants etc...



Use of Technology to Provide Core Academic Content

Digital Curriculum Software

(Whether accessed locally on a school server or online via the Internet)

- *Would be considered the same as a textbook
- *A HQ teacher of record must be present with students working on core subjects via the computer
- *Recommend grouping students by core content area
- *A paraprofessional may be present to provide additional assistance to students (as in a regular classroom setting) but cannot replace the requirement for an HQ teacher to be present.



Use of Technology to Provide Core Academic Content

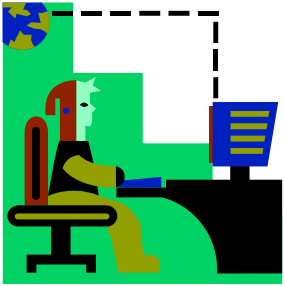
- An LEA may use technology (ex. **video conferencing**) so students who are remote from the main classroom can effectively participate jointly with a live class being conducted.
- Students must be able to actively participate including the ability to interact with the teacher and ask questions/receive direct assistance.
- This teacher would be considered the teacher of record and is responsible for directly instructing, evaluating and assigning grades in the assigned content area.



Use of Technology to Provide Core Academic Content

Use of On-line Courses

- LEA can utilize an on-line course to provide core content.
- Frequently used in remote areas where recruitment of HQ teacher is difficult.
- Teacher of the on-line course must meet Arizona's highly qualified requirement for the core content area taught.
- Teacher is responsible for providing direct instruction via distance learning and responsible for monitoring student progress and assigning grades.



Use of Technology to Provide Core Academic Content

Use of On-line Courses

- LEA responsible for confirming HQ status of on-line teacher.
- On-line instructor must complete an annual attestation form and provide supporting documentation of HQ status.
- LEA must maintain HQ documentation for a minimum of five years and report the on-line teacher on the HQT system on-line through the Common Log-On.
- Teachers physically residing in another state must hold a valid Arizona Identity Verified Prints (IVP) card.